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EXTENSION SERVICE
Review

**Doors of Opportunity
to Professional Improvement**

JANUARY 1958



EXTENSION SERVICE *Review*

Official monthly publication of
Cooperative Extension Service;
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and State Land-Grant Colleges
and Universities cooperating.

The *Extension Service Review* is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The *Review* offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the *Review* serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EAR TO THE GROUND

This month's cover and other illustrations emphasize that there are many doors of opportunity to professional improvement. No matter which you select, you'll gain something that will help in your daily job.

When we invited authors to contribute articles for this issue, we posed three questions. Why did you go? What did you get out of it? What did you do with it after you got it? Their answers to the third question tell you how they applied the things they gained from different forms of professional improvement. Without exception, all of them gained skills, knowledge, and a new outlook on their work.

Speaking of improvement, how about helping me do a better job? One of you suggested recently that we start a regular section for readers' comments. We're all for it. An objective of the *Review* is to exchange ideas that will help you do a better job. Your timely and pointed comments may benefit your coworkers and help meet this objective.

If a *Review* article on a new method (or a new way of using an old one) gives you an idea for a better one, let us hear about it. We'll pass it along through the *Review*.

Maybe you disagree with an article. Let's hear about that, too. Frank discussion of both sides of a question is the best way to clarify such things.

Your comments don't have to be confined to articles that have appeared in the *Review*. Maybe you've got questions on how to carry out a specific job. Send them in and we'll see if your coworkers have some answers.

Incidentally, if you prefer that your name not be published with your letter, we'll go along with you. Don't hold back just because you don't want to step on somebody's toes.

Next Month: One of the authors in this issue points out that the first step to professional improvement is becoming aware of the need for improvement. We hope to help you do that in the February issue.

We hear a lot these days about the rapid changes taking place in our agricultural economy. You county workers only have to look as far as your own area to see many of them. In view of these changes, next month's authors are going to re-examine some methods of working with people. The theme is, "Are Your Tools Equal to the Task Ahead?"—E.H.R.

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What Is Professional Improvement?

by EDWIN L. KIRBY, Assistant Director of Extension, Ohio

Someone has said, "He who dares to teach should never cease to learn." If we are to provide the necessary leadership required to work with people, we must be better informed, better trained, and possess higher leadership abilities than the majority of the lay leaders with whom we work.

A person grows and develops through the sum total of experiences which he receives. With this broad concept, professional improvement encompasses all the experiences which we participate in that contribute to our effectiveness as extension workers. Even the experience of failure because of a lack of knowledge or ability can contribute to professional improvement provided that it is recognized as such and effort is made to correct the causes. Many opportunities are available to the extension worker who accepts this definition of professional improvement.

Individual Effort

Perhaps the most important, yet least emphasized, opportunity is that normally called "self-improvement." Director Paul A. Miller of Michigan, in an article entitled "The County Agent's Job" in the July 1957 issue of *BETTER FARMING METHODS*, stated: "Tomorrow's county agent must now obtain a self-energized professional ethic. More and more the county agent will discover that competence is obtained alone." Director Miller emphasized that, although assistance is provided through many channels, nothing will substitute for individual effort through reading, keen observations, and purposeful and analytical thinking.

On-the-job experiences obtained with an open, inquisitive mind and a thirst for new knowledge, skills, and understandings are basic and necessary for effective professional

improvement. It is through this individual effort that additional needs become felt and a desire is created for taking advantage of opportunities.

It is at this stage that the extension worker becomes really professional, according to G. B. Leighbody, Supervisor of Industrial Teacher Training, University of the State of New York. He says, "The professional worker continually seeks self-improvement. He takes advantage of every opportunity to improve his knowledge and understanding in connection with professional duties."

Working as Team

Another important professional improvement opportunity is available to the extension worker through the counsel, advice, and guidance of co-workers, supervisors, and others. Proper orientation concerning responsibilities, methods of working, relationships, and helping workers to become aware of the kinds of assistance available would do much to enhance this opportunity.

Some of the most effective professional improvement takes place where an atmosphere is developed in which each worker regards his coworker or supervisor as a fellow professional worker, hitched together as a team working for a common cause and toward the same objectives. An attitude of full acceptance of each other as worthy individuals with a mutual respect and full understanding of the responsibilities of each is necessary.

Universal professional opportunities for extension workers are county office conferences, district conferences annual conferences, workshops, training schools, institutes, and others. This type of training is an effective means of keeping up to date on subject matter, policies, proce-

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It takes more than experience

by C. O. HOULE, Professor of Education, University of Chicago

ONCE upon a time, there was a veteran county agent who opposed every suggestion for change. "It won't work," he invariably said. "Believe me, I know. Don't forget I've had more than 20 years of experience." His supervisor finally heard this observation once too often. "No, you haven't had more than 20 years' experience!" he snapped. "You've had one year of experience repeated more than 20 times."

What gives this story its point is that everyone realizes that the supervisor was making a valid distinction. Anyone who merely piles up experiences or who repeats the same round of activities year after year does not grow very much. Cardinal Newman put the matter rather neatly more than 100 years ago when he said that, if experience alone could educate, sailors "who range from one end of the earth to the other" would be the wisest of men.

Self Evaluation

Experience is essential to success in extension or in any other professional work. But experience cannot educate unless it is analyzed. This analysis may be undertaken independently. Thoughtful people are constantly looking back over their activities to appraise their meaning and to make new plans for the future. In recent years, however, the process of self-examination has been increasingly stimulated by organized programs in which extension workers are helped to learn more about their work and how it may be improved.

Participation in these professional improvement activities is needed by every person within extension, as within any other profession. The dean of a college of agriculture once remarked that he encouraged every member of his resident teaching, experiment station, and extension staff

to undertake systematic professional improvement. "That leaves only me," he added, "I'm the only one of the whole group who has no training program planned for him!" And yet actually, as he was quickly reminded, he participated in many activities each year which were wholly or partially educational.

Round Out Capacities

Many extension workers think of professional improvement chiefly as a means of acquiring new skill or knowledge. Sometimes they discover that they need to round out their own capacities. Problems are presented to them which they cannot solve because they do not know enough. Their techniques prove to be inadequate; they may not know, for example, how to write interesting news stories or how to help groups to plan effectively.

This acceptance by extension workers of their need for help is a necessary first step in their pattern of growth.

In addition, the field of extension is constantly moving forward and every worker must keep abreast of new developments. This need is recognized clearly enough so far as content is concerned. No county agent would want to recommend a practice which has already been supplanted by a better one. He should also not want to use an educational concept or process which is out of date.

In constantly refreshing his knowledge of new content and new methods, the extension worker is doing what every professional worker does. The doctor, for example, knows that he must not fall behind in his knowledge and practice, or his patients will quickly discover his inadequacy. The medical profession has accordingly set up an almost incredible variety of refresher courses, conferences, and

conventions to reinforce the professional reading which each doctor is expected to do.

The doctor is even aided in his reading. In California, several thousand doctors now have tape recorders installed in their cars and are provided periodically with tapes which report on new developments in medical research. In this way, a doctor can be learning as he drives from one house call to another. The effect of this program on the California accident rate has not been divulged!

Add Meaning

Important as knowledge and skills are, an even more significant outcome of professional training is the acquiring of new insights. It is in this regard that experience is significantly transformed, since new insights give meaning to previously unrelated facts.

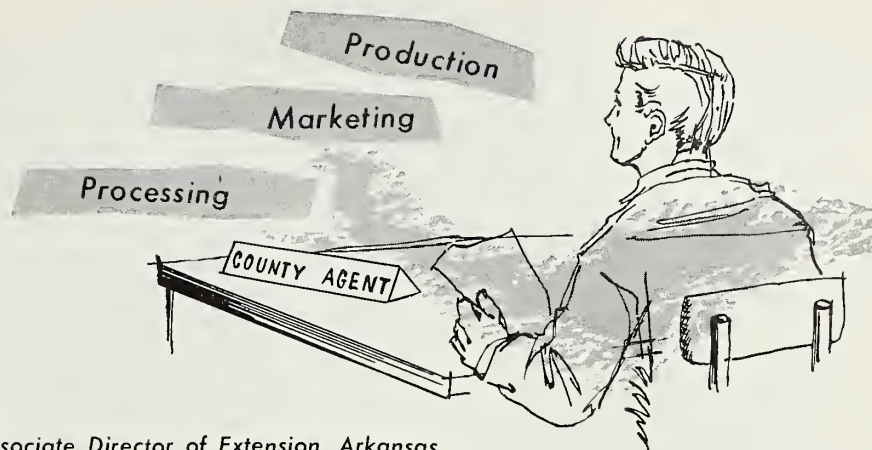
For example, suppose that an agricultural agent attending summer school becomes aware of the sociological research which reveals, among other things, that the people who are influenced by extension tend to be those who have had extensive formal education, who have many contacts with new sources of information, and who are stimulated by belonging both formally and informally to certain social groups.

This agent, if he is worth his salt, will already have made certain observations and will have a number of unformulated ideas about the kinds of people with whom it is easiest to work. Now he finds his own general, half-shaped ideas stated precisely and supported by research.

At once, the way the agent views his job will be different because he has a principle to test and apply. He will begin to think about his county program. Is his influence chiefly felt by those who have had formal education, who have wide contacts, and who belong to certain social groups. If so, is this fact always true? If not, how can one explain the exceptions? Has he perhaps been looking only at some of the people in his county and being effectively blinded to the others? Questions like these start up in the mind

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WHAT MAKES A GOOD AGENT?



by C. A. VINES, Associate Director of Extension, Arkansas

TODAY's extension agents must be able to correlate the technical, natural, and human resources and come up with sound and wise information that will help rural people solve the problems that are facing them in agriculture and home economics.

This is more important today than it was in the formative and early years of extension. The rapid changes being made in technology, the present-day status of our natural resources, and the general increase in the educational level of rural people make it necessary that an agent be well-rounded in his education and be able to give specific suggestions and recommendations rather than the shotgun method of spraying the entire farm. Scientific facts used yesterday may be out of date today and obsolete tomorrow.

Stimulating Awareness

No longer can the Extension Service fulfill the needs of the people of the United States by merely providing them with how-to-do-it information, unless they go back to the social structure of this country and individual communities and families and start where people are.

We must provide people with the basic principles and fundamentals of the activities in which the various segments of our economy are interested and assist them to become aware of a need for such information. It is only when people realize a need for something in their way of life that they become receptive to change.

The extension agent's responsibility is not one of demonstration of production techniques per se. It is the weaving together of production, marketing, transportation, processing, wholesaling, and retailing, and demonstrating how these and other activities work together for the social and economic good of the individuals and their community, State, and Nation.

We live in a time of technology resulting in rapid changes. Extension has been aware of this and has constantly shifted its programs and methods to meet these changing conditions and demands. We feel that the primary concern of extension is and has been with the people affected by agriculture, not the agricultural industry. It has been one of the guiding principles of extension to help people help themselves.

A recent report from an ECOP subcommittee made these statements about helping people: In performing these functions Extension operates informally in line with the most important local needs and opportunities. It works with people helping to: (1) identify their needs, problems, and opportunities; (2) study their resources; (3) become familiar with specific methods of overcoming problems; (4) analyze alternative solutions to their problems where alternatives exist; and (5) arrive at the most promising course of action in light of their own desires, resources, and abilities.

In light of these changing times, Extension is concerned with the urban population as well as rural. There

is a constant decrease in the number of people who provide the food and fiber for this Nation and for foreign trade channels. It has been suggested that 6 or 7 percent of the total population might be sufficient to produce the food and fiber necessary to keep our country happy, healthy, and prosperous.

It is one of the responsibilities of Extension to assist this small percentage of people, which are so essential to the health and welfare of our Nation, to fit into the social and economic pattern, and assist urban and rural people to develop a mutual admiration and respect for their respective vocations and positions in society.

Applying Management Skills

Farming has developed into big business. More capital is needed today to own, operate, and make a reasonable profit from a given farm than ever before. Capital required in many farming operations far exceeds that required by small industries. With large sums of capital invested, it is becoming more imperative that farm people have managerial ability. Although management principles are learned in public schools and colleges, the extension service can help farmers apply these principles to their particular enterprise.

Farm people today have access to so much information by way of our modern communications channels that it is becoming more difficult for agents to plan ahead and to provide

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Give Your Fitness A Checkup

by J. PAUL LEAGANS, Professor of Extension Education, Cornell University

EXTENSION workers who improve their professional ability become more useful; the opposite is true for those who don't. Extension's total training program rests on this assumption.

With each new year the extension job is bigger, there is more to be known, expectations of the public are more complex. Hence, both the opportunity and responsibility are greater.

To meet the challenge, extension workers must attain abilities at the high and intricate level of integrated professional behavior that harmonizes knowledge of technology and skill with educational processes in ways that get the job done.

What are the competencies needed by extension workers? This is a knotty question but one that each extension worker must answer. There are 10 kinds of ability that appear to be as minimum for the success of all extension workers.

Knowledge and Understanding of Subject Matter: All successful educational effort requires significant technical subject matter. Subject matter is to extension education what food is to the human being; it is life's sustenance.

Attempting to teach something one does not know is to invite failure from the start. If we are to "aid in diffusing" we must know what to diffuse. Extension workers must have not only an adequate knowledge of technology, but an understanding of it and its relationship to the problems of people.

Understanding Extension and Its Educational Role: Adequate competency in this area is clearly fundamental to effective leadership in extension. Knowledge of one's professional affiliation is a primary "tool of the trade." Without such knowledge, one cannot thoroughly understand his job, intelligently explain his profession, or suggest action to improve it.

Skill in Human Relations: Our most difficult problems in the world today are said to have their roots in poor human relations. Research in this area has uncovered evidence that a major factor influencing personnel performance is the way an employee feels and acts toward his organization and the people he is working with. Acting on this significant cue, ratings of success on the job put at the top of the list the ability to get along well with people.

Man is not born a social being. These behaviors have to be learned. Extension administrators say that lack of technical competency rarely is the cause of failure among extension workers; it usually stems from inability to get along with people.

Ability to Plan: Abe Lincoln once said: "If we could but know where we are now, and where we ought to go, we could better judge what to do, and how to do it." The need for planning is related to the complexity and the importance of the job to be done. In this day of rapid scientific progress, setting the conditions for exposing people to useful ideas is not a simple task.

Planning is primarily an intellectual activity, for it usually involves a study and use of facts, and often of principles. It is a preparation for action and gives meaning and system to action. In essence, planning is a process of making decisions. Good plans are to the extension worker what the compass is to the seaman.

Ability to Clarify Objectives: The person was wise who said that: "To him who knows not the port to which he is bound, no wind can be favorable." Too often, statements of objectives can be best characterized as "glittering generalities." In this form they are not very helpful in guiding the extension enterprise.

It is very important to identify clearly just what an extension activity's purpose is and what its importance is. This clarity improves the

preciseness with which the activity is carried on.

Effective extension work is an intentional process, carefully designed to attain specific, predetermined ends. The shotgun approach to extension has never been very effective and must be replaced by the rifle. We must identify our targets and shoot straight at them with all the force of our ammunition.

Ability to Organize: The principle is well established that the need for organization increases in direct ratio to growth in the size and complexity of the tasks to be performed. Organization is properly viewed as an arrangement of relationships of persons, materials, or ideas necessary for the effective performance of functions. We organize people for joint activity. We organize ideas, materials, and facts either for common use, or for use by one person.

Good organization is that which groups activities, materials, or persons so as to get the best performance with the least effort. Good organization is shown by definite regularity, predictability, and dependability in the everyday behavior of individuals or groups doing the job that is expected of them.

Communication Skill: Good communication is the essence of good extension teaching. It is one thing to get information to people; it is quite another to be certain the information is accepted, understood, and acted upon. Our success at influencing people is limited only by our ability to select useful subject matter and our ability to communicate it effectively.

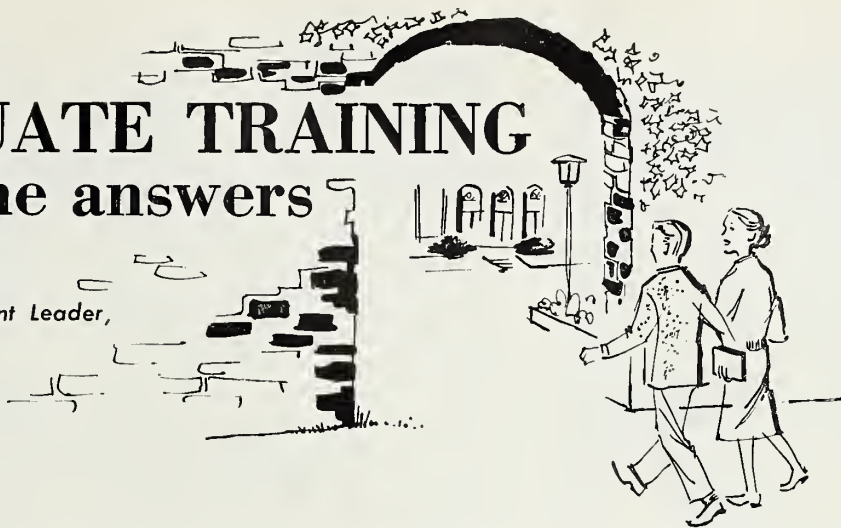
Skill in Relating Principle to Practice: Theory and practice always have a relationship. One may understand the structure of theory and be unable to apply it in practice. On the other hand, one may use a technique skillfully but be superficial in his efforts because he does not understand how the technique relates to the whole process of extension or to the broader aspects of the activity he is performing.

The extension worker must understand the principles lying behind his technique in order to make the technique most effective. This under-

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GRADUATE TRAINING gave the answers

by WILLIAM G. RICE
Assistant County Agent Leader,
Indiana



HAVE you ever interviewed a prospective employee and later realized that you had not found out enough about him? You found out where he was reared, where he went to school and the type of work he has been doing since graduation, but did not probe deeply into his personality, his integrity, or his ability.

If you have had such experiences, don't feel too badly. Many of us in extension have had similar trials and they are certainly frustrating.

It isn't just interviewing and other personnel problems that bother administrators and supervisors. The whole field of administration causes difficulties.

One reason is that we have been trained in technical agriculture but not in administration. Until recently, about the only means of training along administrative lines was by association with coworkers, by trial and error, and by observation.

Why I Went

This deficiency in formal training motivated me to do graduate work. Through graduate training, I have learned the answers to many of my questions concerning personnel, administration, and supervision.

At about the time I was seriously considering graduate study, the National Agricultural Extension Center for Advanced Study was established at the University of Wisconsin. The Center, as it is known on the U. W. campus, was financed by a grant from the W. K. Kellogg Founda-

tion. This grant also provides fellowships for approximately 25 extension administrators and supervisors recommended by their deans and directors.

Objectives of Center

I attended an interstate supervisory workshop where Dr. Robert C. Clark, Director of the Center, outlined its objectives. Of particular interest was his comment that one of the Center's aims is "Expanding learning opportunities in principles of administration, personnel and fiscal policies, and organization relationships as they apply to the Cooperative Extension Service."

After the meeting, Dr. Clark told me that the Center's study program leading to a M.S. and Ph.D. degree in Cooperative Extension Administration includes a variety of courses offered at the University of Wisconsin. Among these are some new courses designed specifically for Extension administrators and supervisors: administration of cooperative extension, supervision in cooperative extension, budget development and control, program planning, and methods of rural social research.

Other courses given on the Wisconsin campus are available to graduate students in the Center. These include personnel management, political science, communications, economics and social theory, and education.

It isn't difficult to become enrolled at the Center but it does take time. I needed approval and letters of recom-

mendation from my dean and director of extension, leave of absence from the land-grant college and the Federal Extension Service, approval to enter the graduate school of the University of Wisconsin, and acceptance by the Center's Grant-in-Aid Committee (for a fellowship).

As I recall, I asked for application blanks for admission to the graduate school and for a fellowship in November 1955. Everything was approved by June 1956. This gave me time between June and September to make arrangements for moving my family. (Editor's Note: Applicants desiring financial assistance through the Center should apply six months prior to the semester in which they wish to enter—March 1 for the fall semester, October 1 for the second semester.)

Advisory Committee

As a candidate for a master's degree in Cooperative Extension Administration, I had an advisory committee of three faculty members. Their principal duties were to see that my course schedule was sound and advise in my research project.

Although the committee gave me guidance in selecting courses, I had considerable freedom in choosing ones that I felt I needed. The committee members advised me in the research for my thesis.

Their guidance was sound and democratic. I do not recall an instance when a committee member told me that a thing had to be done

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Exercise for the Mind

by F. E. ROGERS,
State Extension Agent, Missouri

READING is to the mind what exercise is to the body, says the philosopher. A broad mental exercise is needed to keep our mind alert, just as we need physical exercise to keep our body in good condition.

Extension workers read a great deal on technical agriculture and home economics developments to keep up to date. This reading, plus the other demands on our time, means many of us do relatively little reading to improve our techniques for motivating people or for balanced living and for most effective extension teaching.

Reading good books can be done with little or no expense. As we read

we get hints, ideas, principles, and suggestions that, when applied in everyday life, will make for fuller living and greater job success and satisfaction.

Such books as the *Art of Clear Thinking* by Rudolf Flesch, *Mature Mind* by H. Overstreet, *Art of Leadership* by Ordway Tead, and *Techniques of Handling People* by Laird & Laird are invaluable for extension workers and others serving in leadership positions. *Reading Improvement for Adults* by Paul Leedy, *Probing our Prejudices* by H. Powdermaker, and *Release from Nervous Tension* by D. H. Fink are among those that offer helpful suggestions for personal living.

Many county extension people do not have access to books that meet their specific needs. Furthermore, many agents do not receive the encouragement and stimulation needed from their supervisors for this kind of personal improvement.

Extension Library Service

For several years a plan has been in operation in Missouri to suggest books suited to the needs of extension people, to encourage the reading of books by staff members, and to make books more accessible to county extension workers.

An extension section has been set up in the University Agricultural Library. It contains 442 books with 218 different titles which have been recommended by specialists or other staff members for use by extension workers.

Supervisors take these books to district conferences and on county visits. Agents check them out for a month or more. Last year 43 percent of the agents in Missouri checked out one or more of these books. Agents make an appraisal of the books read and this helps others decide whether or not they want to read them.

New books are constantly added and others are taken off the list from time to time. The number of books by titles in the extension library at present are: extension history and philosophy, 10; methods—leadership, 13; personal development, 30; psychology, 19; communication, 11; rural development and education, 8; eco-

nomics, 23; agriculture, 51; and home economics, 53.

Full cooperation with the university librarian makes it possible to give this service to extension agents. With a part of the library's annual budget designated for purchase of extension books and with a member of the State extension staff on the university library committee, this cooperation is likely to continue.

Read and Succeed

by W. F. JAMES,
County Agricultural Agent,
Pemiscot County, Missouri

PROFESSIONAL reading is as necessary for my profession as sharpening tools is to a wood craftsman.

We extension workers are generally equipped to use the basic tools—farm and home visits, office calls, meetings, newspapers, radio, demonstrations and tours—through our college training and apprenticeship. I've found little change in these basic tools in my 23 years with the Extension Service.

It's a different story, however, in using these tools to accomplish our goals. For example, a movie at a meeting almost always insured a good attendance 20 years ago. Not so today.

In my job as county agent, I consider influencing people my biggest problem. Thus my reading has been mostly in that direction.

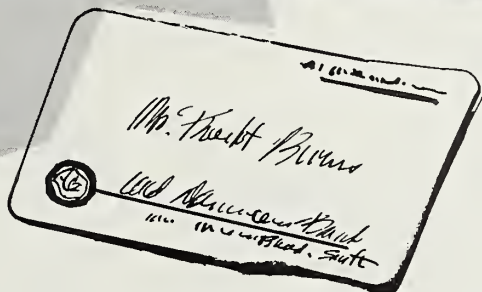
Clarifies Principles

Did you ever plan and carry out a program when you felt it was the right way but there lurked a little doubt about it? I know you have and you were pleased when it worked out all right. But you did not have assurance that it would work next time until you read in some good text or had been told that your procedure was sound. Several texts spelled out and clarified principles and techniques which I previously had blindly stumbled upon and used in a crude way.

Among the books I've read are: *Release from Nervous Tension*, *Get-*
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WHY WE BELONG

to national associations



by E. O. WILLIAMS,
Agricultural Agent,
Lucas County, Ohio

SINCE its founding, the theme of the National Association of County Agricultural Agents has been professional improvement. The first two purposes written into its constitution are: to assist member State and district associations for furthering educational advantages, to encourage a high standard of professional performance among extension field workers.

Through the years, more than 35 committees have served the association. The current number is 10. Professional improvement, now called professional training, is the only committee that has continued without interruption.

On the presumption that there is no substitute for graduate work at a university, this committee has encouraged the land-grant colleges and the Federal Extension Service to make attractive provisions for formal professional improvement by county extension workers. This includes graduate study in an institutional setting, in the field or travel under supervision, summer schools, and in-service training, with graduate credit for graduate quality work.

The core activity of NACAA is the annual meeting, which provides informal professional improvement that supplements the formal. Approximately 15 percent of the membership, many with their families, attend the annual meetings. These are rotated among the four regions — Western,

Southern, Northeast and North Central.

Attendance at an annual meeting generates professional consciousness. There is professional mutuality of interest. Members attending show pride in belonging and a willingness to contribute.

Reports of the research committees, presentations by speakers nationally prominent in agriculture and related interests, person-to-person exchange of ideas, and travel to and from meetings raises the level of appreciation of the scope of our national agriculture. In meeting and working with this group, the finest and most lasting friendships are developed.

In the early days of the Extension Service, county agent work was considered a prep school by many. Extension was a lucrative source of trained manpower for commercial and other organizations. The NACAA has been a powerful influence in the conversion from this early concept to a ranking lifetime profession.

The NACAA participates in the Council of National Organizations of the Adult Education Association. C.N.O. is the only organization in America which brings together, in terms of common interest in adult education, the voluntary organizations, formal educational institutions, and educational arms of government.

Through C.N.O.'s auspices diverse national organizations, including some whose purposes carry a totally different emphasis than others, have been able to associate voluntarily

with the Adult Education Association. Unifying interests include exchange of information and materials, discussion of mutual concerns, participation in common activities, and association with representatives of national organizations who share interest in the objectives of adult education.

A recent C.N.O. committee report concluded that the big and continuing problem of today is educating adults to live in a technological age. More education will be needed in the future, productivity will increase, hours of work will shorten, and there will be a more leisure-oriented society.

With the "flight to the fringe" by both people and factories, farmers, part-time city workers, part-time farmers, and full-time city workers will be living on the same street. County agents will be conducting programs in the same community where voluntary organizations, formal educational institutions, and other educational branches of government will be teaching adults.

It is apparent that working alone at the community, State, or national level will not yield the greatest benefits to society. To work together will require understanding and willingness to share responsibilities and accomplishments.

Multiple Values

by IVA L. HOLLADAY,
Home Demonstration Agent,
Valley County, Mont.

WHAT are some of the values of membership in national professional organizations? As I begin writing, this article is one of the tasks to be done this week because next week I will be attending the national meeting of the Home Demonstration Agents Association in Minneapolis, Minn.

I'll be burning some midnight oil to get all the things done that will give me time for that national meeting. Is it worth it? My answer is yes.

Many times I've gone through that extra bustle to clear the schedule for a professional meeting or activity,

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What I Gained from Summer School

by HELEN CHURCH, *Clothing Specialist, Arizona*

WHAT do extension summer schools have to offer specialists? When I attended summer school, I know that many of my fellow extension workers wondered why I went. Some even asked, "What can a clothing and textile specialist gain from school?"

Many folders concerning summer schools cross my desk. Each year I searched for something that would be helpful in the field of clothing and textile subject matter. I could find this in a 6-week course but nothing for 3 weeks or with the extension specialist in mind.

Still determined to attend, I decided that I would obtain other benefits from such a school. Colorado summer school was my choice.

I had just completed writing 4-H Club bulletins; leader's guides needed to be written. Possibly the course in principles and development of youth programs would be helpful.

Need for Evaluation

I knew the course in evaluation would be beneficial. Often we become so busy with the immediate problems of initiating programs that we fail to take time to evaluate our work in an organized manner. And it's always easy to put off doing something when we're not sure of the best approach.

The class of about 75 in principles in the development of youth programs was most inspiring. I had an opportunity to hear discussions of problems facing agents in their 4-H programs and to review literature from the 36 States represented.

The 4-H literature from each State was appraised by a class committee on which I served. I might have done a better job writing my 4-H bulletins if I'd had this opportunity before.

For my term paper I wrote one

leader's guide and outlined two others. I was able to informally discuss these guides with many in the class and obtain their suggestions. The best part of the whole thing was that when I returned home I had one guide ready for the printer and the other two were ready in a few days.

These guides have a different approach than others I had written earlier. Each meeting has specific objectives—an outline of things to be taught at meetings—things to be done at home—and suggestions for junior leader responsibilities.

Geared to Needs

The leader is given reasons for the project's organization and why the specific requirements are set up—how they meet the needs of the specific age group that she will be leading. This was inspired from class discussions on leader's needs for knowing more about boys' and girls' abilities and needs according to age.

The guides have been in use for the past year. Leaders who have been trained to use them seem to find them helpful.

After another year of their use, some evaluation needs to be made to determine how effective the guides are. Since I have had the course in evaluation, I should be able to do this easily and with confidence.

In the evaluation class, I decided to set up a study of the Singer Sewing Machine leader training program. This is ready for me to use next fall when the program in our State will have been given for 2 years. The good guidance I received and the suggestions of fellow classmates were invaluable in preparing this.

If I had prepared this evaluation alone at my desk without expert assistance, I would have spent much

more time and would never have felt as confident of its worth and use. Even more likely, I would probably have put it off because I just couldn't seem to find the time.

Valuable Vacation

My summer school experience was on my own time as vacation and I am sure it was the most beneficial vacation I have ever taken. Those of us who do not need credit for summer school courses still require such help.

Subject matter, it seems to me, could be added to some of our summer schools. Then in a 3-week period many of us could gain information that could be put to immediate use. There is a place for assisting specialists as well as county agents—allowing them to plan and prepare materials.

Summer school is indeed worth the effort if you actually have something to show for your time spent. This takes planning and thought before you go to school.

Another benefit, of course, is the inspiration that can be gained from fellow extension workers. This is invaluable to us in our job.

READ AND SUCCEED

(Continued from page 8)

ting Information to Farm People, Technique of Handling People, and The Art of Plain Talk. From this list you can see that I've tried to pick books that give practical and useful information.

I consider all of these texts very good and I've put many ideas from them to work. The one that I prize most highly is *The Art of Plain Talk*. The author, Rudolf Flesch, sets forth the principle that "writing is just talking on paper." I always wanted to write in that manner and this book certainly gave me more confidence to do so.

This informal type of writing has been used particularly in my news column. I'd be boasting if I told you I frequently had calls from farmers in other States as well as my own concerning items appearing in my columns.

Group Development Training

We're Applying It On The Job

by JANE F. SCHROEDER, Home Economics Agent, Wasco County, Ore.

WHenever I find myself wondering what kind of an agent I would be if I hadn't taken advantage of in-service training offered over the past 8 years, I think particularly of one of the most recent workshops in Oregon. This course in Group Development Training was fun, it was very interesting, and it has proved very beneficial in my job.

In the spring of 1957 we were given an opportunity to participate in a 4-day workshop for 100 Oregon extension agents. I call it an opportunity because we weren't compelled to attend. Enrollment was encouraged but not required.

The course proved to be a great learning experience. Working with other agents, we discovered that as theory was applied we were able to "grow" as a group. We simply found that we were more productive as we worked together.

I recall an incident which occurred during one of the first sessions. One agent wasn't convinced that the role of the blackboard person was important. Wanting to confirm his belief,

he intentionally misspelled a word while playing the role of blackboard man, thinking no one would notice. Disapproval registered immediately on the face of each person in the group. This agent now appreciates the value of using a blackboard.

Observing my own behavior and that of others in my group during the workshop, I soon found myself thinking about similar behaviors noticed among people with whom I work. Already I was thinking about what I could do in my own county.

The old familiar verse might be modified to say, "You can't do it to other people unless you've done it to yourself." In other words, we can't hope to bring group development into our county program unless we believe in it and practice it ourselves.

For this reason, my own experience is being applied constantly in my work in many ways. It has not only given me a greater insight for working with people as individuals and groups but has caused changes in me.

Fortunately, every member of our



Wasco County Agents Jane Schroeder and John Frizzell do a "trial run" in preparing a theory presentation for unit officers training school.

Wasco County staff participated in this training. As a result, our Monday morning staff conferences have been more productive and more interesting. We find that our county program is better coordinated and that we enjoy working together as a team more than ever before. Here is evidence that the people in the county are benefiting directly from the training which we received.

Our county people have gained in another way from this guidance. They are learning more about working with small groups. For example, seven women who work closely with me in developing the county home economics program have been hearing a great deal from me about leader and member roles. By making a point of studying actions at our sessions and relating my observations, I helped them realize some of the group development techniques.

These women have discovered how to observe for themselves. Now when they visit extension unit meetings they are able to evaluate the various groups and do a better job of setting up future programs to meet their needs.

Mrs. Dorothy Brown, Benton County home economics agent, reports one way in which she has applied group development procedures. She divided a large county meeting for training officers into seven small

(Continued on page 20)



The leadership team of chairman, recorder, blackboard man and observer is used successfully in Wasco County committee meetings. This group is setting up goals for the year.



by ORENE McCLELLAN, Home Demonstration Agent, Dallas County, Texas

As agricultural and industrial changes developed rapidly in Dallas County, I have been concerned about our extension program, particularly in home demonstration work. Has it grown with the changing situation? Does our entire extension program need to be redirected to keep pace?

This growing concern started me questioning and searching for a better way of conducting extension work in our urban county. Reading studies and reports of urban work in other States stimulated my desire to visit some of these areas. I wanted to see how the work was organized and what methods were used in planning an effective program.

When a grant for study or educational travel came my way, I soon decided to use it for observation of home demonstration work in urban areas. My 3 months' travel leave was one of the most rewarding experiences in my extension career.

In formulating plans for my schedule of study, I turned to the Northeastern industrial States. This area was selected primarily because many people moving into the Dallas area have come from that section of the Nation.

Through our State staff, inquiries to State leaders brought reports of various situations. Some States had urban work in progress for many years. Others were still in the experimental stage.

My final decision was to concentrate my study in one State, with less time in three others. The urban areas included were: Kent, Genesee, Wayne, and Oakland Counties in Michigan; Erie and Monroe Counties in New York; the city of Baltimore, Md.; and Essex County, New Jersey.

Viewed Whole Program

Although primarily interested in home demonstration work, I studied as much as possible of the entire extension program in each county. I consulted with county agricultural agents, 4-H Club agents, home demonstration agents, State leaders, specialists, and 4-H Club leaders and members. I attended home demonstration club meetings, leader training sessions, program planning meetings, and home demonstration and 4-H achievement events. I observed radio and television programs and in one State participated in a home demonstration program conference.

My schedule included one week each in most of the counties visited. The week usually began with the agents' regular office conference. I noted items of interest and with the agents' help, mapped my schedule for the week.

Everywhere I was warmly received and the extension agents generously shared their time, information, and ideas. I shall always be grateful to the agents, State staff members and

others who contributed so much to make my study a truly rich experience both professionally and personally.

In general, I was impressed with how the agents were involving more people in planning and directing the extension program in the counties. An effort to increase the capacities of people was clearly evident. Good leader training and effective use of mass media were two features I noted most frequently in the urban programs.

From every State and county, I received many useful ideas. Most of all, my own thinking has been greatly stimulated.

Applications to Program

As we explore possibilities and opportunities for involving more people in the Dallas County extension program, these are some of the applications I feel are important:

- Share findings, ideas, and information with coworkers.
- Discuss possibilities of expansion with present extension leaders. They are coming up with good ideas.
- Expand our leader training program. Do a more thorough job of training leaders, open leader training to organizations other than home demonstration and 4-H, and recognize leaders for work they do.
- Make better use of mass media. We are sending weekly news releases to 15 county newspapers, have started a weekly 15-minute radio program, and are developing plans for a television program.
- Consider use of yard and gardening clinics with cooperating nurserymen and garden groups.
- Plan a study to determine wants and needs of people in county.
- Make progress in securing and developing 4-H leaders.

I plan to continue my study for increasing the effectiveness of the extension program in Dallas County and am on the lookout for better methods, new ideas, and inspiration for doing a better job. My faith in extension has been strengthened and I'm deeply grateful for the opportunity of studying and working with coworkers in other States.

THE DIVIDENDS GROW AND GROW

by JESSIE E. HEATHMAN,
Assistant Extension Editor, Illinois



A series of programs were given an arts and crafts for the entire family.

In the 2½ years since the completion of my travel leave, I've had an opportunity to apply some of the information gained and to evaluate it in terms of the job at hand. I count it a rich and rewarding experience. And the dividends seem to grow with the years.

When the University of Illinois station was being readied for operation, I was granted a semester's leave to study commercial and educational television programming. We needed information on minimum budget requirements, staff workloads, and production techniques. County farm and home advisers were requesting help with local station programming.

My assignment was to get first-hand information. Visiting commercial and educational stations in 12 States, I consulted with business managers, producers, and directors. I talked with grade and high school teachers, county agents, university and college administrators, and subject matter specialists.

Observing in-school and commercial programs, I frequently monitored around the clock. In addition, I attended two national communications conferences and one regional communications workshop.

One of the most important benefits gained from my leave is a realization of the great potential of television

and its place in the overall information program. If we are to exploit television to its fullest (and here our responsibility is great), we must know the interests and needs of the people. We must develop skills and techniques, be willing to experiment, and take time to evaluate thoroughly.

In producing two weekly half-hour home economics programs during the past two years, we have experimented with format in an attempt to lighten the workload for participants and to make them less "camera shy." We have borrowed "soap opera" techniques, adapted classroom methods, and varied table-top demonstrations. I believe we have had some measure of success.

We have experimented with content, broadening the scope to include community projects and situations. We have tried to answer such questions as: What type of information is best suited to television? How much didactic teaching can we expect to do effectively in a given period? How many programs should be included in a series?

This year we are varying our format to give more flexibility to the program. We are planning to evaluate three phases: content, presentation, and impact of message. Campaign County will be our testing area and a graduate student will help with the interviews and surveys. In addition, we hope to organize viewing panels, drawing the members from parent-teacher associations, women's clubs, and extension groups.



One phase of a television series on family fun—the home yard picnic. Three types of grill equipment were used to indicate that such a venture need not be costly.

Thank you, Sponsor



Editor's Note: This letter was written to J. J. Thompson, Vice President, Chas. A. Pfizer & Co., New York, by Mrs. Jessie R. Middlemast, one of four winners of a Pfizer Home Demonstration Award in 1956. Because it so clearly expresses her appreciation of the value of such awards, we are publishing it as an open letter to all sponsors of fellowships and scholarships for extension workers.

Dear Mr. Thompson:

I can't tell you how often I have written this letter in my thoughts because it is so important to me to express clearly and briefly what the Pfizer Home Demonstration Award has meant to me. It has enriched my life professionally and personally — and I don't believe one could ever separate the two or that it would be desirable to do so in terms of growth and development.

The generous size of the award has made it possible for me to complete my graduate work for the master's degree with no financial worries. In addition, I have been able to start a small collection of books which have become important to me as new windows have been opened in my understanding of the problems we face in the mid-20th century.

It becomes more and more imperative that the social sciences keep up with the rapid technological progress of our times. Education is in large part responsible for the ultimate ability of man to live "the good life"—to develop his ability to solve life's problems in the midst of an ever more complex social and technical matrix.

Your company has shown this vision in making study awards available to us who are privileged to work with homes and families that influence the kind of society in which progress will take place. I am deeply grateful that I was a recipient of one of the four awards this year.

My concern is primarily with administration in the home demonstration program so I directed my course of study in the area of educational administration of adult education at Teachers College, Columbia University. I have been out of college for 20 years but have had the benefit of excellent in-service training opportunities as an extension worker. However, I would list as my chief gain in this graduate study experience the opportunity it gave me "to stand apart and take a look." I don't believe it is possible in this day to play things by intuition.

Research has given us definite bodies of facts and knowledge—about how people learn, how people are motivated. It has given us tools and techniques and has suggested methods to use in developing an educational program that will bring about a change through the experience of learning.

Research and invention in science has revolutionized our lives. There are definite things to be studied and learned . . . and the knowing of them becomes imperative for the educator who influences people's lives.

I believe that the time has come when we must plan for education from the cradle to the grave and that education must be the shared responsibility of all of the agencies and organizations of man—whether they

be commercial, religious, governmental or social—if we are to maintain a democratic society. My conviction has been increased through my opportunity for study and contemplation without the responsibility of a job and of financial burden.

I return to work with my philosophy strengthened and with confidence that what I have learned will make me a better teacher and administrator in our home demonstration program. This study experience has given new direction to my life—and new inspiration.

I will always have a special place in my heart for your company. It isn't within my ability to put in words my full appreciation for the study award which enabled me to complete this program.

Sincerely yours,

Jessie R. Middlemast,
*Home Demonstration Agent,
Nassau County, N. Y.*

Epsilon Sigma Phi Honors 14 Persons

Director James W. Burch, Missouri, received Epsilon Sigma Phi's highest award at the Grand Council's November meeting in Denver. The Distinguished Service Ruby is given to one member of the honorary extension fraternity each year.

For outstanding service to agriculture and rural life, certificates at large were presented to President W. E. Morgan, Colorado State University; Administrator C. M. Ferguson; and Georgiana H. Smurthwaite, program development specialist, Kansas State College.

Certificates of Recognition for outstanding service in extension work were granted to: Assistant Director Herbert A. Berg, Michigan; Norma M. Brumbaugh, State home demonstration agent, Oklahoma; Edna Callahan, clothing specialist, Ohio; Director James W. Dayton, Massachusetts; Frank M. Harrington, professor emeritus, Montana; Rhoda Hyde, home demonstration agent, Vermont; Assistant Director Mabel Mack, Oregon; Gordon Nance, former extension professor, Missouri; Director Homer O. Stuart, Rhode Island; and Director George M. Worrlow, Delaware.

Fellowships and Scholarships

National 4-H Club Foundation and Sear-Roebuck Foundation

In 1958, for the seventh year, we will have 50 scholarships available to extension workers for training in the National Workshop in Human Development and Human Relations. These scholarships are provided, through the National 4-H Club Foundation, by a grant from the Sear-Roebuck Foundation. The 6-week workshop is again planned for Cornell University, from July 7 to August 16, 1958.

As in the past, scholarship applications will be open to at least one man or woman extension worker from each State or Territory, provided they devote one-third or more time to work with or for youth. States are encouraged to name one or more alternates, because every State does not name a candidate each year. Applicant shall not have received one of these scholarships before. Size of scholarships will range from \$175 to \$225.

Application blanks may be obtained from the State extension director. Approved applications are to be sent by the State director to the Extension Training Branch, Federal Extension Service, U.S.D.A., Washington 25, D. C., by April 1.

Pfizer Awards

The Chas. A. Pfizer & Co. of Brooklyn, N. Y., has announced the sponsorship of four fellowships for travel or study to be offered in the fall of 1958 to home demonstration agents, one in each extension region. The awards are \$1,500 each. A minimum of 5 years experience is required.

Candidates are asked to describe in their applications the development of their county home demonstration program, a detailed plan of how they propose to use their awards, and information on their personal and educational background. The study

period is to consist of a minimum of 6 weeks.

Application forms may be obtained from the State extension director; one application from each State should be approved by the State selection committee and forwarded with a letter of approval to the Extension Training Branch, Federal Extension Service, U.S. Dept. of Agriculture, Washington 25, D. C., by July 1, 1958.

Grace Frysinger Fellowships

The National Association of Home Demonstration Agents has set up two fellowships named for Grace E. Frysinger.

The fellowships are for \$500 each to cover expenses of a home demonstration agent for a month of visiting other States to observe extension work. Each State may nominate one candidate, and the selection of the agent to receive the fellowship will be made by the National Home Demonstration Agents Association.

Applications are handled by the State Association fellowship chairman, in cooperation with State home demonstration leaders.

National Committee on Boys and Girls Club Work Co- operating with the Federal Extension Service

Six fellowships of \$2,400 each for 12 months of study in the United States Department of Agriculture under the guidance of the Federal Extension Service are available for young extension workers. The National Committee on Boys and Girls Club Work, 59 East Van Buren St., Chicago, Ill., provides the funds. Fellows may study at a local institution of higher learning or may organize an out-of-school program of study.

Three fellowships are awarded to young men, three to young women

from nominations by State directors of extension or State 4-H Club leaders to the Extension Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C. Applications must be received by March 1. Application blanks may be obtained from the State director of extension.

National Agricultural Extension Center for Advanced Study in Administration and Supervision

About 25 fellowships are to be awarded annually on a competitive basis to degree candidates or special students. For students without other financial support, these amount to \$4,000 for the 10-month academic year or \$4,800 for the calendar year.

Graduate assistantships involving part-time work are available also in the amount of \$130 per month, the work to be done in the center to assist with research or teaching.

The deadline date for filing applications is 6 months prior to the semester in which the students wishes to enter, or March 1 for the fall semester and October 1 for the second semester.

The Center for Advanced Study is sponsored cooperatively by the American Association of Land-Grant Colleges and State Universities, Federal Extension Service of the U.S. Department of Agriculture, the W. K. Kellogg Foundation, and the University of Wisconsin.

Persons interested in opportunities at the center should write to Dr. R. C. Clark, Director, National Agricultural Extension Center for Advanced Study, College of Agriculture, University of Wisconsin, Madison 6, Wis.

Horace A. Moses Foundation

The Horace A. Moses Foundation, Inc., West Springfield, Mass., is providing 102 scholarships of \$100 each, two scholarships in each of the States and Territories, to qualified professional staff members of the Cooperative Extension Service. Applicants are nominated by their respective

State extension directors to the scholarship committee appointed by the Extension Committee on Organization and Policy.

Preference will be given to a man and a woman county extension worker from each State if all other considerations are equal. The applicant shall not have previously received one of these scholarships and must be devoting one-third or more time to work with rural youth.

The scholarships are to be used for attendance at one of the approved short-term (3 weeks or longer) schools for extension workers. The applicant is to enroll in the 4-H course plus others of his choice.

Applications are made through the State director of extension to the Extension Training Branch, Federal Extension Service, U.S. Department of Agriculture, Washington 25, D. C., by April 1.

Sarah Bradley Tyson Memorial Fellowships

For a number of years the Woman's National Farm and Garden Association has offered annually the Sarah Bradley Tyson Memorial Fellowship of \$500 for advanced study in agriculture, horticulture, and the "related professions." The term "related professions" is interpreted broadly to include home economics. This year the association is making available two such fellowships.

Applications are made to Mrs. Walter G. Fenton, Chairman, Committee on Applications, 20800 Moxon Drive, Mount Clemens, Mich.

Harvard University

The Graduate School of Public Administration at Harvard has requested funds that would make it possible to offer Conservation Fellowships in the amount of \$4,000 each for the academic year 1958-59. If the funds are made available, the Conservation Program will consist of a year of study at Harvard beginning July 5 and continuing through the end of the academic year in June. It would be designed to provide training in the economic and political aspects of the conservation and de-

velopment of the renewable natural resources.

Applicants should be men who are ready for advanced training and promotion. Completion of the 1-year program entitles the Fellow to the degree of Master of Public Administration.

Application blanks will be sent to State Extension directors when funds are made available.

Applications are made through the State director of extension to the Extension Training Branch, Federal Extension Service, U.S. Department of Agriculture, Washington 25, D. C., by March 15, 1958.

Farm Foundation Scholarships for Supervisors

The Farm Foundation offers 15 scholarships to extension supervisors on the following basis:

The Farm Foundation will pay one-half of the expenses or \$100, whichever is smaller, toward the expenses of one supervisor per State up to 15 States enrolled at the 1958 Colorado Regional Summer School in the supervisory course.

Applications should be made by May 1 through the State directors of extension to Howard Finch, Secretary, Extension Summer School Committee, Colorado State University, Fort Collins, Colo.

Farm Foundation Extension Fellowships

This foundation offers fellowships to agricultural extension workers, with priority given to those on the administrative level, including directors, assistant directors, and supervisors of county agents, home demonstration agents, and 4-H Club workers. Individuals being trained to assume administrative responsibility will be considered; also specialists if the quota is not filled from supervisory staff. The fellowships will apply to staff members of the State extension services and USDA.

Courses of study may be pursued for one quarter, one semester, or for nine months. The amount of the awards will be determined individually on the basis of period of study

and need for financial assistance. Maximum grant will be \$4,000 for nine months' training.

It is suggested that the courses of study center in the social sciences and in courses dealing with educational administration and methodology. Emphasis should be placed upon agricultural economics, rural sociology, psychology, political science, and agricultural geography.

The fellowships apply in any one of the following universities and colleges: California, Chicago, Cornell, Harvard, Illinois, Iowa State, Michigan State, Minnesota, North Carolina State, and Wisconsin.

Applications are made through State directors of extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

Applications should reach the university training centers not later than July 1.

Farm Foundation Scholarships in Public Agricultural Policy

The Farm Foundation is offering 100 scholarships, 25 to each extension region, for county extension agents attending the regional summer school courses in public agricultural policy.

The Foundation will pay two-thirds of the expenses of the agents selected by the directors, not exceeding \$100 to any one agent. Both agricultural and home agents are eligible.

Applications for scholarships are made through the State director of extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

WHAT IS IMPROVEMENT

(Continued from page 3)

dures, and plans, primarily dealing with areas of immediate concern.

The effectiveness of this opportunity is dependent on how well the teaching situation has been structured. Many times the participant attends because he is expected to rather than seeing this as another opportunity to improve himself professionally. On other occasions, the

activity is provided because someone thought the participants needed this type of training. This is most effective when the participants are involved in the determination and planning of the activity.

Proper involvement assures that the teaching effort is based on the recognized needs and interests of the people concerned. Improper selection of content for the time and place available, as well as inadequate preparation, contribute to lack of enthusiasm and acceptance of this opportunity.

Periodic participation in regional extension summer schools, purposeful travel, attendance and active participation in professional association meetings, and accepting responsibilities on district, State, regional, and national committees are all considered professional improvement opportunities under this broad concept. The acceptance of these as a professional responsibility as well as an opportunity is desirable.

The opportunity to contribute, to share experiences, and to gain additional knowledge and skills are some of the favorable benefits. A chance to gain a different perspective, do some reflective thinking, and develop a fuller appreciation of responsibilities are additional attributes.

Need for Graduate Study

Formal graduate study is becoming increasingly important as a means of professional improvement. Rapid advances in technology and growing complexities in our society dictate the need for such training. Extension workers can no longer perform effectively on the training received in undergraduate curriculums along with the informal training while on the job. This has been recognized by both the extension administration and the land-grant colleges and universities.

A recognition of the need for such training on the part of both the extension worker and the institution responsible for providing the instruction has helped to provide more liberal policies relative to leave for professional improvement. It has also resulted in providing greater flexibility and broader selection in gradu-

ate course offerings which will more adequately meet the needs of the extension worker.

The effectiveness of participation in graduate study for professional improvement is dependent on many factors. The attitude with which the person approaches graduate work is a primary factor in the benefits attained. Some look upon graduate work solely as a means of getting an advanced degree. Others want to make the practical approach, taking only those courses which can be immediately applied on the job. Because of broadened curricula and greater flexibility in degree requirements, it is usually possible to develop a graduate program which will meet degree requirements and provide principles and methods applicable to the job.

Adequate advanced planning and a recognition of strengths and weaknesses on the part of the extension worker are essential factors to be considered if graduate study is to be an effective professional improvement opportunity. A determination of a person's present needs as well as planning for anticipated needs in future responsibilities are necessary considerations for intelligent selection and effective participation in graduate work. Effective counseling and guidance in this regard can make graduate study a real professional improvement opportunity.

A clear recognition of the values of professional improvement by the extension worker will help to make these many opportunities more meaningful. Any extension worker who is eager and ambitious to do his best in his job looks for means of improving himself.

Values Cited

Thus, a primary value to the extension worker is that of improving his abilities to develop an effective extension educational program which will more adequately meet the needs of his clientele.

A second value is the personal satisfaction and recognition that one receives from dealing successfully with complex situations involving the people whom he serves, his coworkers, and others with whom he works. There is no greater reward that

comes to any individual than that of a personal feeling of a job well done.

A third value of professional improvement is increased opportunity for advancement and broadened responsibility. More effective programs, more frequent counsel, advice, and assistance requested by other educational agencies and groups within the county and opportunities to serve and contribute to the profession on various committees are all examples of values of professional improvement to the individual and to the extension service.

Demonstrated effectiveness in one's present position is always a major factor in the consideration for positions of increased responsibility within the extension organization and positions in other fields of endeavor.

Salary advancement is another value received from professional improvement. Generally, persons who regularly and actively participate in advanced work demonstrate their increased effectiveness and, other factors being equal, are at a higher salary level than those who have not taken advantage of professional improvement opportunities.

Professional improvement is the sum total of all experiences which the extension worker avails himself through his own initiative under guidance and direction. This broad concept of professional improvement includes self-improvement and direction; individual counseling and guidance available through coworkers, supervisors, and others; conferences, training schools, workshops, regional summer schools, travel, committee work, professional association meetings, and graduate study.

The individual himself determines how effective the opportunities will be to him. Others can only set teaching situations in which learning can take place.

We should accept the fact that participation in many kinds of professional improvement is necessary and good for the individual, the extension profession, and the extension program. Each individual should have a plan tailored to meet his needs and interests. No organization will progress further than the professional abilities and skills of its personnel.

IT TAKES MORE

(Continued from page 4)

whenever one looks at an old program with new eyes.

Suppose a home demonstration agent reads an extension bulletin which deals with how new practices get adopted. This research shows that usually a homemaker will not respond to one kind of stimulus—it barely makes her conscious that the new practice exists. But if the homemaker sees a demonstration of the practice, reads about it in the newspaper, finds it included in a radio show, and hears her neighbors discuss it, she will very likely feel impelled to adopt it.

This home demonstration agent, realizing the importance of multiple exposure, may well reflect about whether her own program is sufficiently well-rounded. Is she relying too heavily on one kind of educational activity? Is she dealing with so many matters that she is providing only a weak and ineffective support for all of them?

Occasionally the insights resulting from professional training go very deep and change the worker's whole conception of his role. Suppose, for example, that an extension specialist has considered it to be his job chiefly to go out on call to give consultations, demonstrations, or talks concerning his own field of specialization.

He may attend a conference during which a committee, defining the role of a specialist, develops the concept that he should be primarily a trainer, not presenting his special knowledge himself but helping the agents to know how to present it. Moreover, it is agreed that a specialist should not merely wait to be called, but should actively stimulate agents to understand his specialization.

What will this extension specialist do when he confronts this conception which is radically new to him? Unless he rejects it completely, and it would usually be hard for him to do so, his practice would almost surely change and he might well completely re-interpret his role and all that he does to fulfill it.

Some of the learnings which grow out of professional training are even more profound and subtle than the

acquiring of insights. Fundamental attitudes may be changed. A State director, for example, whose professional outlook has been fairly well circumscribed by his extension responsibilities, may take a course in adult education at a university. Here he gains the insight that extension is merely one of the many significant agencies in modern society in which adults are engaged in systematic learning.

This realization may change the director's viewpoint toward his work. By gaining a conception of the breadth and sweep of modern adult education, he will identify himself with an important social movement and will view his own job with a new sense of its vitality and its relationship to the work of countless other people.

Opportunity for Growth

All of the foregoing examples concern the training which a worker might undertake in order to perform his present responsibilities more effectively. It must be remembered, however, that extension is a social framework in which people are constantly moving about from one position to another, often into situations which bring greater responsibilities.

When an assistant agent becomes an agent, or an assistant director becomes a director, both find that the range of demands made upon them has broadened. When an agent becomes a supervisor, he quickly discovers that his whole approach must change. He becomes a stimulator, a resource person, and a superior officer, working chiefly through the agents and not directly in the community or the county as he formerly did. To prepare for such new assignments as these and to learn how to discharge them is one of the most important aspects of professional improvement.

To sum up, the fundamental tenet of extension is that the men, women, and young people whom it serves can profit by organized learning experiences. Every professional extension worker must believe that he is advancing the cause of agriculture and of homemaking by using education to help the people with whom he works

to examine their own experience and to learn new ways of doing things. If he believes that this is necessary for the people he serves, he must believe that it is necessary for himself. Professional improvement is the means by which he practices what he preaches.

MULTIPLE VALUES

(Continued from page 9)

and wondered as to its value. Always I've come home with new ideas from other agents or home economists, inspiration and information from speakers, new techniques and methods from exhibits.

At each meeting, I make new friends in the home economics field and renew friendships with fine people from all over the country. I come back with a renewed professional pride in being a home demonstration agent and home economist, and a greater appreciation for living in a country that makes all these privileges possible.

Membership in a national organization brings the professional publications of that organization. Names of contributors of articles are no longer just names—they're people who addressed us in the national meeting sessions or talked informally to us across the table at one of the association dinners.

As county extension agents, we work with many people who want a variety of up-to-date information. Trips to national professional meetings and reading professional publications help us to keep abreast of the times while on the job.

Here in the West where our counties are large (mine has 3,450,000 acres), we do not often see our neighboring extension agents. Our professional association ties not only provide us with technical information but help to keep up our morale.

I've been a home demonstration agent for 28 years. During this time I've been privileged to work with fine county people as well as State and national extension personnel. I certainly prize these associations and the values that have come to me through membership and participation in national professional organizations.

22 Years in Extension and I'm Still Learning

by JOSEPH MUIR,
Farm Advisor, Contra Costa County, Calif.

EVEN before I started out as Garfield County (Utah) Agricultural Agent in 1936, an extension career was already a deep-seated ambition. I had completed several years of 4-H Club work, won a trip to the National Club Congress, and participated in many extension activities. Thus I started my career dedicated to the proposition of helping farm people help themselves.

I had spent a lot of time with my county agent, Lyman H. Rich. He was tops in the field and the way things clicked in Wasatch County, Utah, justified my admiration. To prove myself worthy as one of his proteges, I attacked the extension program with enthusiasm.

As the months wore on, I often found myself wondering what had happened to many of my important projects. They just hadn't gone over. At the first annual conference I was lamenting to Director William Peterson how slow my people were to accept new ideas. He smiled and said, "When we sent you down there we didn't expect you to remake the world immediately."

That remark started me thinking. After a close analysis of the projects that didn't go over so well, I discovered that some of my methods had been wrong, my publicity approach poor, and my knowledge of human nature sadly lacking.

The local newspaper editor was forever suggesting that I rewrite a news story. And if there wasn't time I would read my reports in the paper and find them very readable and interesting. But that wasn't the way I had turned them in. The editor had taken pity on me and rewritten the stories. I decided that if I was to be a successful extension worker, I had

to learn more about how to do my job.

At the first opportunity I attended summer school at Colorado A & M in 1938. The advance program announcements had listed courses in publicity in extension work by Bristow Adams of Cornell University and extension methods by H. W. Hochbaum, Eastern Federal Extension Supervisor. These courses were right down my alley. I was determined to learn how to write a news story that would not only sell my program but please the editor.

The influence of Professors Adams and Hochbaum on me was tremendous. Professor Adams taught me the five w's of writing and gave me the foundation rules in story formation. He also instilled in us the importance of vision in our work in helping farm people.

Gained New Tools

I came back to my county armed with some important tools. From then on when a project was started, I used sounder methods. The publicity, subject matter articles, bulletins, circular letters—in short, the printed word—came out better. I started a county agent's column in the local paper and soon people were telling me how much they enjoyed reading it.

Still I found myself failing to fully understand people. I did not know just how to approach them as indi-

viduals or groups to win their support.

When I read in the 1940 Colorado A & M extension summer school bulletin that Professor Paul Kruse of Cornell was to teach psychology for extension workers, I knew that course was for me. Again I was greatly impressed with a teacher. He taught me very useful information on attitudes and the nature of people that has stuck with me ever since.

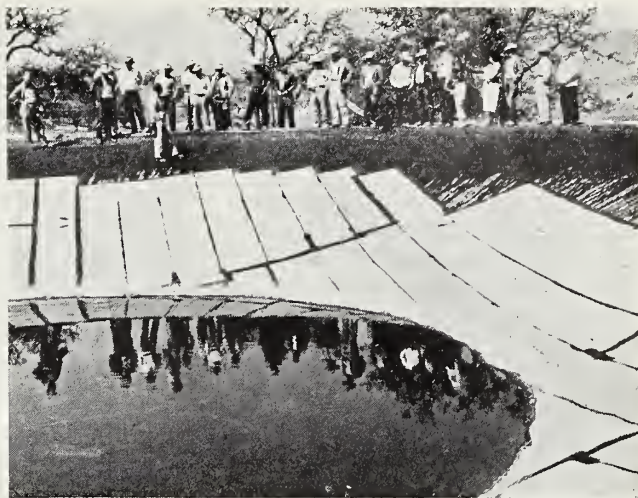
Summer school taught me how to better work with people. It was like magic the way things got done—by the people themselves.

After 7 years in extension, I was getting more specialized in my thinking and decided I should learn more about livestock. Enthusiastic and determined, I applied for sabbatical leave and earned a master's degree in animal husbandry at Texas A & M in 1942-43.

This broadened my understanding of animal science and helped fulfill my ambition to become a livestock specialist. Two years later I accepted an appointment as extension animal husbandman at the State College of Washington.

The two summer schools had sharpened my know-how in working with people. Graduate study gave me a deeper understanding of the science of livestock production and 9 years of field experience in a large livestock county made me ready to test my wings as a specialist.

(Continued on page 23)



Group approach to a community problem is evident in this cooperative tour with SCS on lining of water storage range reservoirs.

New Michigan Institute Offers Three Professional Development Programs

WITH the recent creation of the Michigan Institute for Extension Personnel Development, three universities now offer graduate programs leading to a Ph.D. degree for extension workers. The others are Cornell University and the University of Wisconsin.

These three schools are among 10 which grant a master's degree to both agricultural and home economics extension workers. They include: Colorado State University, Kansas State College, University of Kentucky, Louisiana State University, Mississippi State College, and University of Missouri.

The University of California offers a Master of Education degree for agricultural agents. Graduate programs at Tennessee and Oklahoma provide masters' degrees in home economics.

Flexible Training

Based on 7 years' experience at Michigan State in planning graduate study programs with more than 200 extension agents, the Michigan Institute was founded on a flexible, individualized, interdisciplinary concept of training. It focuses the total educational resources of the university on the training of extension workers.

According to Dr. John T. Stone, staff training officer, the Institute makes new and challenging professional improvement opportunities available to county agricultural agents, home demonstration agents, 4-H Club agents, specialists, and supervisors. It was created in recognition of the unique ever-changing training needs of extension workers in a dynamic society.

Under today's rapidly changing conditions, a single training program cannot meet the needs of all extension workers. The Institute concept encourages a systematic but individualized study approach to help each extension worker equip himself to meet new and different situations.

The program is flexible to keep pace with the ever-expanding scope and growing responsibilities of extension. By carefully building their study program around strong course offerings throughout the university, agents can receive special training for the many different types of positions developing within the Extension Service.

Related Programs

Basically the Institute offers three different yet related professional development programs.

Graduate Degree Program: The degree of Master of Science with a major in extension is granted by either the College of Agriculture or College of Home Economics. Candidates for a master's or doctor of philosophy degree in any department in these two colleges may elect a minor field in extension through the Institute.

Considerable flexibility is permitted in formulating graduate study programs, with a minimum of required courses. In planning the program, the student's background, experience, future aspirations, and professional interests are taken into consideration.

Past experience indicates that a program meeting the needs of most extension workers consists of courses in technical agriculture or home economics, one-third; courses in social sciences, one-third; seminar and research problem courses combined with optional courses in education and/or communication arts, one-third.

Professional Study and Research: This program is designed for experienced extension workers desiring to improve their professional competence but not concerned about earning an advanced degree.

Extension workers are encouraged to take advantage of the facilities of the Institute for self-improvement study observations and research. They may audit various courses of

special interest or take them for college credit, even though not necessarily working towards a degree.

Under this more informal program, students make organized field observations, study, and evaluate various phases of the Michigan extension program which are of particular interest.

Work and Study Internships: This is a special program offered by the Institute for new workers in the Michigan Cooperative Extension Service. It offers both experienced and inexperienced men and women an opportunity to prepare for specific assignments in extension.

Agents accepted for this special program are "agents in residence" for 3 to 12 months. Their study and work experience program includes: getting acquainted with staff members, study of the Michigan Extension Service and extension teaching methods, organized field experience, special research assignments, and participation in graduate courses and seminars.

APPLYING ON JOB

(Continued from page 11)

district sessions. Each group included from 8 to 14 people. This arrangement afforded her an excellent opportunity to demonstrate through group action some of the reasons why groups "tick," responsibilities of leaders and members, and other group promotion procedures. The officers were so enthusiastic that they requested another similar meeting later in the year.

She also has used experience gained in project meetings to increase mental involvement of the people. In a project on economical use of the freezer, she was able to lead individuals through group movement to accomplish a goal which was much more satisfying to them because it was their own action.

This system could be applied to meetings that we present as well as to project leader training.

More of the same was applied in a different way this fall at our annual officers' training school. This included about 90 chairmen, secretaries, and chairmen of standing committees.

John Frizzell, county staff chairman, and I worked out an informal theory

presentation designed to be of maximum value to these new officers. Utilizing an easel, we demonstrated such principles as types of leadership and their effect on a group, qualities of good leadership, how one can be a good leader, and some of the responsibilities of a leader.

Expressions on the faces of our officer trainees assured us that they were beginning to think "back-home application." Since that time I have attended meetings conducted by these officers and have observed some good results.

Leadership training workshops are being conducted here this spring with the help of the State staff. We anticipate that the experience which we have had will be of great advantage.

Mentioning all the ways in which I have applied group development knowledge on the job would be impossible. Most important, it has made me aware of behavior in groups and conscious of my own actions and reactions.

A considerable gap exists between theory and its application. Nevertheless, there is a real challenge in trying to close that gap by practicing the application of group development techniques.

A GOOD AGENT

(Continued from page 5)

them with current and new ideas. The agent could easily become so busy in day-to-day chores that the people might become better informed on current farm problems than the agent.

Extension, as the educational arm of the U. S. Department of Agriculture, operates largely in the field of adult education. Therefore, it is essential that agents have an understanding of the educational process.

"Education involves more than making available factual information; and educational achievement is attained only when interest is aroused, understanding is developed, and appropriate action is taken. An end objective of education is the development of individuals to the point where they are able to make decisions as to possible alternative courses of action with personal confidence in the soundness of the decisions they

have reached." (USDA report on Scope of Extension's Educational Responsibility, 1946.)

Needs of Agents

In view of the foregoing situations existing in our land today, I want agents to be able to do many things in being of service to agriculture.

I want agents to consider the economic and social conditions existing in their areas and to study the risks involved in making recommendations and suggestions. To do this they must understand people, their social habits, educational level and attitudes, as well as have a good knowledge of subject matter.

Agents must be good organizers and know how to use leaders so as to multiply their efforts. They must delegate or share responsibility with others on the staff and give sincere recognition for jobs well done.

I want agents to be congenial with each other, to support each other and create a climate before the public that will command the respect and confidence of the people and be conducive to carrying out the family approach in extension work. They should have one program in the county which will include youth, home economics, and agriculture. They should look at the farm and home as one unit and recommend practices that will support each other to the end of using full resources.

Agents should be a part of their community and participate in civic organizations, church, school affairs, and other activities. They should have a genuine love for people and a desire to be of service.

Work as a Team

Agents must keep in mind political trends and their possible influence on agricultural programs. They should keep in close contact with local, State, and national leadership of farm people and be a closely integrated part of the team with the land-grant college and USDA. They must work cooperatively with all other agencies of the USDA in bringing about wiser use of resources resulting in more efficiency and greater service.

Educationally, I want agents to

plan for advanced study, to take part in all in-service training programs, to spend some time reading and studying while on the job and to cultivate an open mind toward new ideas and practices. The amount of educational training that was once sufficient for an agent is no longer adequate. The educational process is becoming more complex and the agent cannot be complacent nor can he consider himself educated.

Agents should have the capacity for self-analysis and be able to evaluate, not only their program, but themselves in relation to their program. They should have a desire to revise goals and activities in terms of changing conditions of rural life.

Look in Future

Agents must look ahead and visualize and even dream a little as to what agricultural and home conditions should be in their community 10 years hence. They must realize that agricultural problems are no longer confined solely to farm problems but are intertwined with industry. Through Rural Development and other programs, industrialization is coming to many of the rural areas. Farmers and homemakers are accepting part-time employment in these industries and at the same time this movement brings urban people into the country.

Today's extension agent must be a specialist in several fields and at the same time a generalist in having the ability to look at the total program. I want agents to be able to develop a program that blends the activities of these people and to take the lead in encouraging the fullest use of all resources in the area toward the development of a better farm and home program.

I want agents to have access to, and make full use of, subject matter specialists and be able to develop an approach that will make research and the knowledge that comes with it meaningful to those who have need of it. As we advance to the future and specialization becomes more prominent, I suggest that the agents' personal skills in the techniques of farming may not be as important as their ability to develop agricultural

ideas and to counsel with farm people.

And then I want agents to plan some time for rest and recreation—to have some time to spend with their families and to participate in activities that include the entire household. Healthy, happy family relationships give incentives to more efficient operation.

GIVE A CHECKUP

(Continued from page 6)

standing, coupled with skill with techniques, is the height of professional competency.

Skill at Inquiry: This is basic to guidance or counseling. Without this skill extension workers cannot help people analyze their problems and work out effective solutions.

The process of inquiry consists of four primary steps:

1. Identifying the difficulty, problem, or need.
2. Discovering the focal point of trouble.
3. Determining possible solutions.
4. Evaluating the alternative plans of action and selecting the best.

Ability to Evaluate: With the expansion and growing complexity of the extension program has come an increasing need for operation on the basis of facts rather than of opinions—of knowing vs. guessing. On what basis do extension workers arrive at facts about programs, accomplishments, and ways to improve them? Greater emphasis is being placed on scientific inquiry as a means of evaluation.

Identifying Competencies

In essence, evaluation is a process by which one "looks to see" by using valid and reliable methods. It is a means of identifying what is actually happening as a result of our efforts and points at which our method may be improved.

The basic significance of evaluation lies in the fact that it is useful in guiding our programs and teaching efforts. It is an integral part of any effective extension undertaking.

Competency means fitness for the necessities of the job, ability to meet

all requirements of a professional assignment, skill to perform effectively all the current tasks of the position. What is known today about professional training all points to the necessity of clearly identifying the competencies needed as a necessary prerequisite for training. It is the mark of a growing profession to give thought to this problem.

The foregoing list is only preliminary and should be developed much further. It is hoped that, even though incomplete, it will stimulate further thoughts about competencies needed. In this same vein, I would like to pose the following thoughts:

1. We are experiencing a period in which standards for professional proficiency are constantly rising in all fields of endeavor.

2. An important characteristic of the 20th century is its requirement of decisiveness in action.

3. It is clear that extension is dealing with a dynamic parade, not with a static congregation.

4. The quality of extension education, like that in any profession, can never exceed the professional quality of the people who carry it on.

5. Extension personnel with competencies to perform effectively the current professional tasks are our best assurance against becoming lost in the passing parade of progress.

6. Extension workers must constantly seek to further clarify the professional competencies needed and to attain them as rapidly and as completely as practicable.

GRADUATE TRAINING

(Continued from page 7)

a certain way. They would suggest one or more ways in which I might proceed, then leave the final decision up to me.

Four Benefits

Looking back on my ten months at the Center, I feel that there were four areas of experience which were valuable. First, the course work gave me new knowledge and a different slant on existing knowledge. My concept of research changed considerably through doing some actual re-

search and writing it in thesis form. Just getting away from the job long enough to take a new look gave me a new insight into extension. And in my many associations with extension workers from other states, I learned that there is more than one good way to do extension work.

As yet, I have not decided which of the four areas was most valuable. Perhaps it is not important to decide. They all contributed to my total learning experience.

The strength of the National Agricultural Center for Advanced Study lies in the staff that Dr. Clark has assembled. Each one is outstanding in his field. I found all staff members at the Center cooperative and helpful. They have good working relationships with the rest of the University of Wisconsin faculty, which is an asset to the graduate students who take courses in several departments.

Family Adjustments

It was not easy for us to pull up stakes and move to a different State for nearly a year. The move meant a completely new routine for me and I looked forward to it with some misgivings. For my wife, it meant taking care of the family in a different house and shopping at strange stores.

Our 12-year-old daughter probably had the greatest adjustment to make. She had her friends in Indiana and her relationships were well established. I felt sure that the ten months ahead looked much longer to her than to me.

Our son, 6 at the time, looked on the move as an adventure. His relationships were not as strongly established as those of our daughter and he was not leaving so much behind.

After about a month in Madison, all of us felt at home. We had our new routines established and everything that had seemed strange at first was now normal.

The real test of my advanced study program is yet to come. Will I be able to do a better job for the Extension Service in Indiana? I hope the answer is yes.

* * *

A fertile mind is as important as a fertile soil in successful and profitable farming.

STILL LEARNING

(Continued from page 19)

From then on I constantly thanked my lucky stars that I had those experiences in summer sessions and graduate study. Situations were always coming up that couldn't be handled nearly as well without them. My journalism course continued to bear fruit as I wrote a weekly column in the Western Livestock Journal for 5 years, plus many subject matter articles in other publications.

I returned to county work in 1950 in Monterey County, Calif., and settled down for a long tenure. Yet, after 7 years I began to wonder about myself and the county program. I reasoned thus: I haven't really stopped to analyze what I have been doing in a systematic scientific way. Were the things I did really worthwhile? Had they made any lasting effects on the people?

Early in 1957 I learned that an evaluation course was to be taught at Cornell extension summer school by Fred Frutchev of the Federal Extension Service. I spent an enjoyable and enlightening three weeks studying the evaluation process and how to apply it in my work.

On the way home my thoughts ran along these lines: "Joe Muir, you've been in extension for 22 years and had many experiences in both county and State work. With this knowledge of evaluation, you had better make an appraisal of your past work, your-

self, the extension programs and their long time accomplishments, with a view to bettering the future. You have at least another 10 to 15 years ahead of you as a career man in extension. Now you should be in a position to put your time to the best possible use for the welfare of your farm people."

As I look back on my three post-graduate school experiences, I am very thankful that I took the time and expense to go. I will be forever grateful to the kind professors for their generous help. Each time I went I had a specific problem and went after exact information to help solve it. It has paid off in not only salary dividends but more importantly in personal satisfaction that I have become a better extension worker as a result of the effort.

I would like to pass on a bit of advice to my fellow extension workers. By all means, look ahead. While there is still a "kick in the old mule," keep up to date.

Attendance at summer school or longer term graduate study will give you the opportunity to get out and get acquainted with new science, new people, new ways of doing things. It will develop your skills in working with people. It will give you a new view of yourself.

While away from the job you'll find that people can get along without you. This is humbling and gives us an understanding of our limitations. It makes us more tolerant.

Extension is working with people. Live, breathe, and be one of them. Love, thrill, suffer with them. And along the line, help prepare the way for our farm people to continue to progress and improve the rural scene.

Monthly Revisions in Publications Inventory

Last month the article "Rack 'em Right" explained the operation of a new plan to aid county extension offices in keeping bulletin supplies up to date.

State publication distribution officers have been provided copies of the Annual Inventory List of USDA Popular Publications for all county offices. This is the first monthly supplement to that list.

Bulletins that have been superseded should be discarded. Titles of replacements and other new publications should be added to the list and bulk supplies ordered under the procedure set up by your publications distribution officer.

New publications include:

- FB 2109 Shelterbelts for the Northern Great Plains
- L 417 Tobacco Cutworms—How to Control Them, Replaces F 1494
- L 419 Hauling Water for Range Cattle
- L 420 Blackleg of Cattle, Replaces F 1355
- L 421 Mesquite Control at Southwestern Rangeland, Replaces L 234
- L 426 Scab of Cereals, Replaces F 1599
- L 429 The Meat-Type Hog
- G 55 Potatoes in Popular Ways, Replaces L 295

The following have been discontinued but county offices may use any copies they have on hand. The titles should be removed from the inventory list as USDA supplies are exhausted.

- FB 1418 Lettuce Growing in Greenhouses
- FB 1881 Potato Diseases and Their Control
- FB 1931 Care and Use of Rape on the Farm
- L 226 The Pepper Weevil
- L 290 Protection of Turf from Damage by Japanese Beetle Grub

The following is obsolete. All copies should be discarded and the title removed from the inventory list.

- FB 1330 Parasites and Parasitic Diseases of Sheep



Good group relations and advance publicity were credited for this large turnout for a cattle demonstration.

Plan to attend

SUMMER SCHOOL IN '58

University of Arkansas Fayetteville

June 16-July 3

Principles and Procedures in Program Development and Projection, Charles A. Sheffield, Federal Extension Service
Principles of Extension Teaching (to be announced)
Effective Use of Information Media (to be announced)
Organization and Procedures in 4-H Club Work, John Banning, Federal Extension Service
Extension Education in Public Affairs (to be announced)
Use of Groups in Extension Work (to be announced)

Colorado State University Fort Collins

June 16-July 3

Family Financial Management, Starley H. Hunter, Federal Extension Service
Principles and Techniques in Extension Education, G. P. Summers, Kentucky
Administration and Supervision in Extension Work, F. E. Rogers, Missouri
Basic Evaluation Adapted to Extension Teaching, Ward F. Porter, Federal Extension Service

Public Relations in Extension Education, William L. Nunn, Minnesota
Psychology for Extension Workers, Fred P. Frutchey, Federal Extension Service
Principles in the Development of Youth Programs, R. O. Monosmith, California
Rural Recreation, Stewart G. Case, Colorado
Principles in the Development of Agricultural Policy, Tyrus R. Timm, Texas

University of Wisconsin Madison

June 9-28

Extension Communication, M. E. White, Wisconsin
Farm and Home Development, John B. Claar, Federal Extension Service
Development of Extension Programs, Gale VandeBerg, Wisconsin
Evaluation of Extension Work, J. L. Matthews, Federal Extension Service
4-H Club Organization and Procedure, T. T. Martin, Missouri
Extension Methods in Public Affairs (to be announced)
Administration of County Extension Programs (to be announced)
Rural Sociology for Extension Workers (to be announced)

Cornell University Ithaca, New York July 7-25

Farm Policy Education, Kenneth L. Robinson, Cornell
Principles in the Development of 4-H Club Work, John Merchant, Vermont
Farm and Home Development — Techniques and Economic Considerations, Starley Hunter, Federal Extension Service, and Robert Smith, Cornell
*Special Problems in 4-H Club Programs, Mylo Downey, Federal Extension Service
Program Building in Extension Education, D. B. Robinson, Ohio
Psychology for Extension Workers, Glenwood Creech, Wisconsin
Evaluation in Extension Work, Emory Brown, Pennsylvania
Communications in Extension Work, George Axinn, Michigan

Prairie View Agricultural and Mechanical College Prairie View, Texas

June 9-27

Agricultural Communication, Sherman Briscoe, Office of Information, USDA
Rural Sociology for Extension Workers, Kate Adele Hill, Texas
Development of Extension Programs, Martin G. Bailey, Maryland
4-H Club Organization and Procedure, Ben D. Cook, Texas
Farm and Home Development, Eula J. Newman, Texas
Extension Supervision, P. H. Stone, Federal Extension Service

* Advanced course open to extension workers who have had elementary course in 4-H Club work at one of the Regional Summer Schools or to agents with at least 10 years experience in 4-H Club work, or State 4-H Club leaders.